

Indicators for Personal Impact of Summer 2014 Academy	Personal Impact of Summer 2014 Academy	
	Rate Yourself	If your understanding changed, what triggered that change?
A. Your understanding of the appropriate expectations for ELLs, and how to maintain those expectations.	<p>1 2 3 4 5</p> <p>No Change Significant Change</p> <p><input type="checkbox"/> Check if not applicable</p>	
B. Your understanding of what ELLs need to be academically successful.	<p>1 2 3 4 5</p> <p>No Change Significant Change</p> <p><input type="checkbox"/> Check if not applicable</p>	
C. Your understanding of how to make ELA, content, and enrichment activities both rigorous and ELL-specific.	<p>1 2 3 4 5</p> <p>No Change Significant Change</p> <p><input type="checkbox"/> Check if not applicable</p>	
D. Your understanding of how to help families and/or community partners become involved with the school.	<p>1 2 3 4 5</p> <p>No Change Significant Change</p> <p><input type="checkbox"/> Check if not applicable</p>	

as cited in Tung, R. et al. (2011, Nov.), *Learning from Consistently High Performing and Improving Schools for English language Learners in Boston Public Schools*, Boston, MA: Center for Collaborative Education and The Mauricio Gastón Institute for Latino Community Development and Public Policy. http://www.ccebos.org/research/publications_ell.html and The WIDA CAN DO Philosophy, (2014), Board of Regents of the University of Wisconsin System, www.wida.us/get.aspx?id=3 and the Massachusetts Department of Elementary and Secondary Education, (2012), *School Level Administrator Rubric*, http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf.